Southern New Hampshire University

Education Programs
Undergraduate Student Teaching Handbook

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INTRODUCTION

The supervised clinical experiences (student teaching) at Southern New Hampshire University (SNHU) fulfills the requirements for New Hampshire state licensure and provides a capstone experience in which the teacher candidate synthesizes the knowledge acquired through previous studies and field experiences. The clinical experiences provides a supported environment where novice teachers put into practice the theories, curricula, and methods that they will use in their own classrooms under the guidance of a school-based clinical educator and university-based clinical educator.

The Student Teaching Handbook outlines the policies, roles, and responsibilities of the educators (administrators, school-based clinical educators, teacher candidates, university-based clinical educators) who are involved with student teaching. SNHU is grateful to the many experienced professionals who so willingly give their time and expertise to help prepare the next generation of educators.

MISSION OF THE EDUCATION PROGRAMS AT SNHU

SNHU is committed to educating teachers who are prepared to provide quality education for all students and to sustain meaningful professional growth. Graduates of our education programs possess the breadth of academic knowledge and dedication to excellence that they will need to meet the changing needs of students, schools, and educational policy. Our programs provide a foundation for a rewarding career and a lifelong devotion to learning.

Teacher Education Programs at SNHU emphasize practitioner-oriented curricula that connect education theory to classroom application. We believe that today's teachers must be prepared (a) to integrate innovative resources and technology with time-tested approaches; (b) to understand how students with special needs and diverse backgrounds enrich schools and how to support their learning; (c) to use curriculum standards and grade level competencies/expectations as a criterion to plan instruction and measure achievement.

Our education faculty believes that successful teachers draw on strong values and principles to enhance professional practice, change and growth. To help each student define a personal philosophy of education, our programs provide theoretical, practical, and research-based foundations along with the expectation of developing personal reflection skills to improve future teaching strategies.

GOALS OF STUDENT TEACHING

The goals of student teaching are based upon those goals outlined in the InTASC standards (InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0) as well as the Ed 610 and ED 612 standards from the NH State Department of Education (New Hampshire Department of Education Administrative Rules)

Based upon these standards SNHU teacher candidates are expected to:

1. Demonstrate knowledge of:
   · The content they teach
   · Pedagogy, including various instructional strategies and technologies
   · p – 12 students and how they develop
   · Diversity and culture, learning styles, aptitude, and lifestyle
   · Resources to enhance their teaching/learning abilities
2. Develop goals for instruction and design coherent instruction, which includes assessment of student learning and ways to communicate progress to parents
3. Create a classroom environment of respect and rapport, thus establishing a culture for learning in a safe environment
4. Organize physical space to favor management of student behavior and classroom procedures
5. Communicate information clearly and accurately and encourage students to develop their communication skills
6. Implement instructional strategies and technologies that will engage students in their own learning and help them to achieve success
7. Become reflective practitioners who base their teaching on professional ethics and who continually assess their practice to discover new ways to grow and develop professionally
8. Understand the roles of school personnel and the operation of the school

THE STUDENT TEACHING EXPERIENCE

Differences in classrooms, grade-levels, subject areas, and students' backgrounds make each student teaching experience unique. Through partnerships with area schools and school districts, teacher candidates have a wide variety of opportunities for placements that will best meet their needs. SNHU Teacher Education Programs seek to provide the mentorship that will enable the teacher candidate to assume full responsibility for the school-based clinical educator's teaching assignments.

In grades p-12, teacher candidates gradually assume increasing responsibility for teaching as they become more comfortable within the classroom and the school culture. Initially, teacher candidates are introduced to the staff and become acquainted with classroom routines and school procedures. The teacher candidate may spend considerable time observing and working one-on-one with students or with small groups at the beginning of the placement. As they gain experience and confidence, teacher candidates often undertake small group instruction while continuing to observe the school-based clinical educator. The teacher candidate gradually assumes full teaching responsibilities. At the Middle and High School levels, it often makes more sense for the teacher candidate to assume responsibilities earlier in the placement to reflect the beginning of a semester or term. The timetable for the teacher candidate to assume full responsibility may vary based on feedback from the school-based clinical educator, university-based clinical educator, and the teacher candidate. This decision is usually made after the first week of the student teaching experience when the team has a good sense of how the teacher candidate might best transition to assuming a larger role.

Ongoing Feedback

Four assessment and survey tools will be utilized throughout the clinical experience to gather data relative to the teacher candidate's performance and to provide feedback to the candidate relative to their progress toward meeting required competencies. They are the Observation and Conference Report (O&C) (Appendix B); the Clinical Competency Inventory (CCI) (Appendix C); the Formative Progress Checks (Appendix D); and the Professional Disposition Survey (Appendix G). The Observation and Conference (O&C) report will be utilized each time a formal lesson observation occurs. The Clinical Competency Inventory (CCI) is a performance-based assessment instrument that measures key competencies aligned to the 2011 InTASC standards and the NH Teacher Candidate Assessment of Performance (NH TCAP) rubrics that are required of all teacher candidates prior to being recommended for licensure. This standards-based observational instrument specifies the defining set of competencies that pre-service teachers should demonstrate before being recommended for licensure in the state of New Hampshire. Candidates will self-assess their performance using this instrument at the beginning and end of each semester. Additionally, both the school-based and university-based clinical educators will use this instrument to provide feedback to the candidate at the midpoint and conclusion of each semester.

The Teacher Candidate

Teacher candidates will complete a self-assessment at the beginning of the semester using the CCI. This self-reflection will enable the candidate to set learning goals for the clinical experience. At the midpoint of the semester, as well as the end of the semester, the school-based clinical educator and the university-based clinical educator will use the CCI to provide additional feedback to the candidate. The two clinical educators complete the CCI independently, and then compare their results. The clinical educators meet with the candidate to review the results and provide feedback to the candidate. The results of the CCI are also shared with the clinical experience (student teaching) course instructor. This ensures all the individuals supporting the teacher candidate have access to relevant performance data that will enable them to best support the candidate.

Candidates are formally observed four times during the semester using the O&C. Two of the formal observations will be conducted by both the university-based and school-based clinical educators observing the same lesson simultaneously. One of the remaining formal observations will be done by the university-based clinical educator early in the placement, while the other remaining observation will be done by the school-based clinical educator later in the semester. The schedule and instructions for these observations can be found in Appendix A, Schedule of Assessments

Ongoing feedback and evaluations are an essential part of the learning process. Throughout the placement, the school-based clinical educator provides ongoing mentorship via conferencing, coaching, and discussions of teaching practice. In addition to feedback provided through the O&C reports and the CCI, the school-based clinical educator will complete an electronic Formative Progress Check twice during each semester. This progress check is meant to provide ongoing feedback and dialog among the teacher candidate school-based and university-based clinical educators, and the seminar instructor. These progress checks will be completed by the school-based clinical educator and shared electronically with the teacher candidate, university-based clinical educator; and the Office of Educator Preparation, ensuring that everyone working to support the candidate are aware of the teacher

candidate's performance. A final progress check will be completed at the end of each semester, indicating the school-based clinical educator's recommendation for continuation in the licensure program, or eligibility for licensure, depending upon whether the placement is the first semester of student teaching or the culminating clinical experience.

Feedback provided by the school-based and university-based clinical educators is used in conjunction with the student's academic performance in the accompanying seminar to assign a grade for student teaching. The grade is assigned by the student teaching seminar instructor at the conclusion of the semester.

Minimum Criteria for Eligibility to Student Teach

To be eligible for enrollment in EDU 487 Student Teaching I and Seminar, candidates must be fully accepted into the Teacher Certification Program.

To be eligible for the culminating clinical experience of EDU 490 Student Teaching II and Seminar, candidates must meet the following criteria:

- Be fully accepted to the Teacher Certification Program
- Have demonstrated appropriate personal and professional dispositions
- Have earned the minimum required score on the Observation and Conference (O&C) report from EDU 487 Student Teaching I and Seminar
- Have submitted a lesson plan from EDU 487 that meets the minimum required score.
- Earned the minimum required score on the Clinical Competency Inventory (CCI)
- Be recommended for enrollment in EDU 490 by the EDU 487 Seminar Instructor
- Have a cumulative GPA of 3.0 or above

RESPONSIBILITIES OF THE TEACHER CANDIDATE

Student teaching is one of the most valuable experiences in a teacher's professional preparation. A successful student teaching experience is based on commitment, hard work, communication, and self-reflection. During the student teaching placement, the student must fulfill responsibilities to both the placement school and the university.

Teacher candidates are expected to:

1. Complete any assigned pre-student teaching tasks
2. Be present for the contract hours required for full-time teachers and follow the same calendar as the teachers in the schools in which they student teach. Teacher candidates are required (when permitted by school or district policies) to attend teachers' meetings and participate in in-service training and parent-teacher conferences
3. Be aware of and follow the rules of the placement school regarding confidentiality, personal and professional ethics, and attire. A teacher candidate's behavior should be in keeping with the highest standards of the school community
4. Adhere to the Educator Code of Conduct and the Educator Code of Ethics as adopted by the NH State Board of Education
5. Attend all student teaching seminars. At the beginning of the semester, students are advised of the scheduled seminars for the semester. In the event that students must be absent, they are required to contact the seminar instructor to advise them of their absence
6. Submit (via email) a formal lesson plan to the scheduled observer at least 48 hours before scheduled observations. For a lesson observation that will occur on a Monday, the lesson plan must be submitted the Thursday prior to the scheduled observation. Teacher candidates are required to share this plan with the school-based clinical educator. Teacher candidates are expected to reflect on feedback provided by the school-based clinical educator and university-based clinical educator and to make appropriate revisions to the lesson plan
7. Submit all required assignments and tasks as outlined in this handbook and in the corresponding Student Teaching seminar course syllabus
8. Become familiar with and use a variety of technology tools and resources to plan, implement and enhance instruction
9. Plan DAILY conference times with the school-based clinical educator to review lesson plans, discuss progress, etc

10. Participate in periodic joint conferences with the school-based clinical educator and the university-based clinical educator to discuss progress

11. Ensure the school-based clinical educator and the university-based clinical educator are able to meet each time the university-based clinical educator visits

12. Assume full teaching responsibilities based on placement

Placement in an Elementary School

Semester 1:

    a. Early in the semester for two consecutive days, to be followed by four consecutive days (solo week) shortly thereafter.

    b. Students are encouraged to do a second solo week if possible.

Semester 2:

During the second semester, assume the responsibilities for a minimum of two solo weeks if continuing in the same placement. If the teacher candidate is in a different placement, they follow the expectations in sections a and b above.

Placement in a High School-based on a 4x4 block schedule

Semester 1:

    a. Early in the semester assume responsibilities for one course for the duration of the semester.

    b. Later in the semester assume responsibilities for two courses for the duration of the semester.

Semester 2:

a. During the second semester assumes responsibilities for three courses for the duration of the semester.

Please Note: The above will be adjusted accordingly for traditional schedules.

Placement in a Middle School: May adopt either of the models above.

Attendance

Teacher candidates must attend school every day. When unable to attend school due to illness or personal emergencies, the school-based clinical educator, and university-based clinical educator, and seminar instructor must be notified. Attendance at a professional workshop or seminar that has been approved by the Seminar Instructor will not be considered an absence. Absences will be monitored by the Office of Educator Preparation through the data provided on the formative progress checks. Teacher candidates may be required to make up the hours/days/weeks missed before being recommended for licensure. Make-up requirements shall be determined by the Certification Officer in consultation with the university-based clinical educator, school-based clinical educator, and seminar instructor.

Dress and Appearance

Teacher candidates are expected to dress professionally at all times. Teacher candidates must adhere to the dress code policy of the school district in which they are placed. Consult with your university-based clinical educator and school-based clinical educators concerning appropriate dress and appearance.

Parent and/or Guardian Communication

Communication with parents and/or guardians must be coordinated with the school-based clinical educator. Teacher candidates may not contact parents/guardians, via phone, unless the school-based clinical educator is present for the conversation. Emails must be approved by the school-based clinical educator before they may be sent. As a reminder, emails are considered public documents. Any email exchanges that you have about students are considered a legal document and parents/guardians have the right to access that correspondence. All communication should be professional and follow the guidelines of confidentiality.

Issues, concerns, or problems that arise should be brought to the attention of the school-based clinical educator. Teacher candidates should not approach school administration unless they have been directed to do so by the school-based clinical educator.

Evaluation and Grading of Teacher Candidates

At SNHU, evaluation is comprised of:

1. Self-assessment by teacher candidates. This will occur via seminar assignments, the O&C and the CCI and should also become regular practice in the classroom.

2. Formative Evaluations done cooperatively between the school-based clinical educator and the teacher candidate, and between the university-based clinical educator and the teacher candidate. Sometimes, the evaluation will be done by the three parties simultaneously as in the case of the O&C report and the CCI.

3. Summative Evaluations completed by the school-based clinical educator and the university-based clinical educator. The student teaching seminar instructor assigns the final grade after having reviewed the evaluations, read all supporting documentation, and communicated with the school-based clinical educator and the university-based clinical educator.

4. Assessments completed by the seminar instructor as part of the seminar course.

5. Successful completion of the NH TCAP.

Throughout the student teaching experience, conferencing, coaching and on-going discussion with the teacher candidates help them to continuously reflect on their performance and refine their teaching skills.

THE SCHOOL-BASED CLINICAL EDUCATOR

The relationship between Southern NH University's Education Programs and the area schools is crucial for the success of the teacher preparation program. It is during the student teaching placement that the teacher candidate has the opportunity to unite content knowledge and pedagogy under the guidance of a school-based clinical educator. School-based clinical educators are invited to attend professional development opportunities offered on campus, online, and virtually when discussions about mentorship and current research-based practices are explored. School-based clinical educators are awarded a stipend of $300.00 for sole supervisory responsibilities over the course of one semester. In the event that supervisory responsibilities are shared with other school-based clinical educators, the stipend will be divided accordingly. The stipends are sent following the completion of each semester and receipt of a Vendor Form and W-9 signed by the school-based clinical educator. These forms are provided at the beginning of the placement and should be returned to the School of Education once completed. The school-based clinical educator may be eligible to receive professional development hours from their district. Documentation from SNHU will be provided upon request.

Criteria for Becoming a School-based Clinical Educator

The school-based clinical educator must hold NH State licensure, in the licensure area the teacher candidate is pursuing, and have completed at least three years of full-time, successful professional teaching in that same licensure area.

1. The school-based clinical educator must be willing to mentor the teacher candidate and support and guide the apprentice throughout the length of the placement.

2. The school-based clinical educator must fulfill the supervisory role as defined by the NH State Department of Education and as assigned by the University.

3. The school-based clinical educator must be willing to allow the teacher candidate to experience all aspects of teaching.

Responsibilities of the School-based Clinical Educator

School-based clinical educators assist teacher candidates in becoming competent and effective educators. School-based clinical educators orient the student to the culture of the school and classroom communities, mentor the student's development of instructional and curriculum skills, and provide invaluable feedback.

1. Orientation to the School and the Classroom: The teacher candidate needs to understand the school and classroom communities from an entirely new perspective. To help the student make this transition, the school-based clinical educator should:

    a. Orient the teacher candidate to school policies and personnel. The teacher candidate needs to be familiar with the school building(s), teachers, administration, and the community.

    b. Introduce the teacher candidate to individual classroom policies and assure their understanding of attendance

and dismissal procedures, classroom management and teaching routines, procurement of supplies, etc.

    c. Inform the teacher candidate of pertinent information concerning individual students in the classroom while adhering to the laws of confidentiality and professional ethics.

    d. Introduce the teacher candidate to the specialists within the schools and to the process associated with student referrals and collaboration.

5. Teaching and Curriculum: To support the teacher candidate's development of teaching and curriculum competencies, the school-based clinical educator is asked to:

    a. Provide the teacher candidate with a plan book or electronic template, the necessary textbooks and curriculum materials used to teach, and a suitable workspace in the classroom.

    b. Allow the teacher candidate to observe them and other teachers for an adequate period of time prior to assuming the role of teacher.

    c. Encourage the teacher candidate to observe other teachers throughout the student teaching placement. When possible, provide opportunities for teacher candidates to "reteach" lessons in other classrooms.

    d. Delegate increasing teaching responsibilities, as appropriate. Acquaint the teacher candidate with a variety of approaches to teaching, assessment, and grading.

    e. Observe the teacher candidate on a regular basis and in various situations.

6. Feedback: Ongoing feedback from the school-based clinical educator is essential to the teacher candidate's progress. It is essential that the school-based clinical educator:

    a. Communicate daily (even if briefly) with the teacher candidate, to allay concerns and answer questions.

    b. Encourage the student to ask questions and seek clarification.

    c. Hold weekly evaluation conferences with the teacher candidate to support the student as a reflective practitioner.

    d. Provide verbal and written feedback on lessons dealing with a variety of content.

    e. Confer with the teacher candidate and university-based clinical educator frequently during the placement period.

    f. Contact the university-based clinical educator and/or clinical experience course instructor with questions and/or concerns about the program, student, and/or university personnel.

Monitoring of Teacher Candidates

School-based clinical educators evaluate the progress of teacher candidates and complete regular progress checks as well as a final teacher candidate evaluation. It is required that school-based clinical educators and teacher candidates meet to discuss the progress checks and evaluations so that teacher candidates may recognize not only their areas for improvement but also their particular strengths. The school-based clinical educators are expected to evaluate the teacher candidates; however, after consulting with the university-based clinical educators, the final responsibility for grading lies with the student teaching seminar instructor. In addition to the formal observations and completion of the CCI, frequent informal observations are encouraged. Candidates should be observed teaching lessons across all content areas encompassed by the licensure they are seeking.

Clinical Educators who have concerns about a teacher candidate that are not able to be successfully addressed should submit a Student Concern Referral (Appendix C) to the Office of Educator Preparation. The Office of Educator Preparation will convene all of the clinical educators working with the candidate. The concerns will be discussed, and an action plan will be developed with input from the teacher candidate.

THE UNIVERSITY-BASED CLINICAL EDUCATOR

University-based clinical educators may be faculty members in the teacher education programs and/or certified educators with experience teaching and/or evaluating professional educators in the same licensure area that the candidate is seeking. University-based clinical educators are teachers, administrators or other experienced professionals who have been or are currently involved in schools and who hold a valid educator license and a minimum of a master's degree in Education or a related field.

Responsibilities of the University-based Clinical Educator

1. Assist school-based clinical educators in guiding the professional development of teacher candidates.

2. Maintain a cooperative and effective working relationship between SNHU's Education Programs and the cooperating

schools. University-based clinical educators are liaisons between the university and the schools where teacher candidates are placed.

3. Visit the teacher candidates on a regular basis and conference with them after each visit to inform them of their progress and the areas where they need to improve. A minimum of five visits each semester is expected. Additionally, university-based clinical educators should communicate either in person or virtually with the school-based clinical educator within the first two weeks of the semester if it is a new placement for the candidate to which they are assigned.

4. Complete all assessments as outlined in the Schedule of Assessments (Appendix A).

5. Be available to teacher candidates for questions, discussion of problem areas and support in their placement.

6. Facilitate the exchange of the necessary documentation between the university and the cooperating school.

7. Conference with the school-based clinical educator each time the teacher candidate is visited and be available between visits for phone conferences if needed or requested.

8. In the event there are concerns expressed by the school-based clinical educator or the teacher candidate, it is expected that the university-based clinical educator will communicate those concerns immediately to the student teaching seminar instructor and the Office of Educator Preparation.

Evaluation of Teacher Candidates

Evaluation is a vital part of the teacher candidate's experiences. Clinical educators have a professional responsibility to be fair and honest with teacher candidates and to communicate with them about their strengths and areas in need of improvement. It is expected that throughout the teacher candidate's placement(s), the university-based clinical educator will have communicated frequently with school-based clinical educators and the student teaching seminar instructor to discuss progress or lack of progress regarding a particular teacher candidate. It is equally important that teacher candidates be made aware of this feedback either by the university-based clinical educator or in a joint meeting among all of the clinical educators and the teacher candidate. Grading is based on the teacher candidate's performance in the classroom as well as seminar work.

The student teaching seminar instructor assigns the final grade based on:

1. Consultation with the university-based clinical educator and school-based clinical educator(s).

2. Evaluation forms completed by the school-based clinical educator(s).

3. Progress based on visitations and evaluations by the university-based clinical educator.

4. Visitations and evaluations by the student teaching seminar instructor (when available).

5. Lesson planning and execution of specific lessons in all content areas within the teacher candidate's licensure area.

6. Classroom management skills and ability to develop and maintain a safe and positive learning environment.

7. The teacher candidate's ability to demonstrate competency in each of the professional standards.

8. Demonstration of competency in all content areas taught.

9. Attendance and engagement both at the cooperating school and at university seminars.

10. Professionalism, confidentiality, positive disposition, openness to constructive criticism and other traits which affect one's ability to teach effectively.

11. Adherence to the NH educator Code of Conduct and the Educator Code of Ethics.

Addressing Concerns with the Teacher Candidate

If progress is not satisfactory, the university-based clinical educator and school-based clinical educator must discuss the specifics of the concern with the teacher candidate as the situation becomes apparent and document all discussions. The seminar instructor should be notified of these concerns at this point. The following actions should be taken when addressing concerns:

· Refer to the SNHU Student Teaching Handbook and the Professional Disposition Agreement if needed and discuss specific concerns with the teacher candidate.

· Work together to identify and implement strategies to overcome the problem.

· If concerns persist, a referral should be made to the Office of Educator Preparation. The form and instructions for submission can be found in Appendix D.

Withdrawal from Student Teaching

SNHU reserves the right to withdraw a teacher candidate from a placement. Reasons that a teacher candidate may be withdrawn from their placement include but are not limited to:

- Unprofessional behavior that interrupts the regular functioning of the classroom
- Excessive absences
- Evident lack of the skills required to promote learning and manage the classroom
- Non-compliance with the SNHU policies on nondiscrimination, sexual harassment, privacy, or academic honesty
- A request from the appropriate administrator of the placement school
- Violations of the educator Code of Conduct or the educator Code of Ethics

If the teacher candidate decides to withdraw from the student teaching experience, the seminar instructor must be notified prior to following the course withdrawal procedures as set forth in the academic catalog.

Following a review of the circumstances leading to the decision to withdraw the teacher candidate, a different placement may be assigned by the university. While every attempt will be made to secure a new placement in a timely manner, it is understood that the teacher candidate is responsible for making up any missed time from the student teaching experience as directed by the Certification Officer. In the event that the circumstances leading to the removal of the teacher candidate are deemed to be unprofessional or unethical, or if there is a reasonable belief that resolution or remediation of the issues leading to the removal will not or cannot be remediated, the student may be removed from the student teaching placement immediately and assigned a grade of "F". Should the student wish to apply to student teach again in the future, the student must follow the appropriate application guidelines and policies in place at the time of application. Readmission is not guaranteed.

Appeal Process

A teacher candidate may appeal the removal from student teaching to the Dean of the School of Arts, Sciences and Education. The candidate must notify the Dean in writing within 48 hours of being removed from the placement of the intent to appeal. The rationale and any supporting documents must then be submitted to the Dean within five business days after the notice has been sent. The Dean will review all documentation and may contact relevant stakeholders for further information or clarification. The candidate will be notified of the Dean's decision as soon as possible, but no later than five business days from the receipt of the appeal documents.

If the Dean rules in favor of the candidate, the candidate will be placed back in an appropriate classroom setting. The candidate will not return to the original classroom or school but may be reinstated in a student teaching placement in a different setting or in a future semester. The Certification Officer will make the decision whether the candidate will be placed in a different setting during the same semester or in a future semester. Should the Dean uphold the original decision, the candidate will meet with the Certification Officer and/or their Academic Advisor to determine what steps need to be taken relative to their academic program. Candidates who do not successfully complete all student teaching requirements are not eligible to earn a degree in a licensure program.

To be reinstated in student teaching and/or the concurrent courses in a subsequent semester, the candidate must make a written request to the Certification Officer at least 60 days before the beginning of the semester in which the placement is sought.

Teacher Strikes or Other Job Actions

In the event of a teacher strike, SNHU students will be called back to campus. There are two main reasons for this action:

1. If teacher candidates refuse to replace their teachers during a strike, they could be jeopardizing future opportunities to work for a given school district.
2. If teacher candidates agree to substitute during a strike, they could alienate themselves from the teachers in the school district.

Substitute Teaching

Teacher candidates may substitute for their school-based clinical educator at any time. In an emergency situation, a teacher candidate may also substitute for a different teacher within the building. Candidates should not substitute outside of their assigned classrooms except in the case of an emergency. The following restrictions apply:

- The teacher candidate's name must appear on the list of approved substitute teachers for that district.
- The teacher candidate must obtain approval from the seminar instructor prior to substituting (whether paid or unpaid). Requests should be submitted following instructions provided by the seminar instructor. When prior approval is not possible, the teacher candidate must notify the seminar instructor as soon as possible.

The teacher candidate may be paid for this service. Any arrangements for compensation should be made directly between the school district and the teacher candidate.

LEGAL STATEMENTS AND UNIVERSITY POLICIES

SNHU teacher candidates are protected by and bound to the policies outlined in the SNHU Student Handbook (located on the web at www.snhu.edu) and the course catalog governing their program. These policies include but are not limited to those regarding nondiscrimination, sexual harassment, disability access, and privacy.

Academic Honesty

SNHU's policy on academic honesty is outlined in the Academic Catalog. All students are expected to adhere to this policy. Teacher candidates should note that lesson plans are the intellectual property of the person(s) who designed them. During their placement, SNHU teacher candidates are expected to present lesson plans and activities of their own design, or to provide appropriate attribution. Using a lesson plan that is taken in total from a print or electronic resource constitutes plagiarism. If a teacher candidate uses any part of a lesson plan that they did not design themselves, they are required to cite the source in APA format.

Child Abuse and Neglect

It is the legal obligation of anyone working in a school to know and observe the policy for reporting suspected child abuse or neglect. If a teacher candidate observes suspected abuse while working in a school, or a student reports possible abuse or neglect to a teacher candidate, it is imperative to follow the appropriate procedure. A teacher candidate should immediately report any suspected abuse to the school-based clinical educator and inform the university-based clinical educator as soon as possible. The teacher candidate must follow the protocols and requirements of the public school system in which they are student teaching. All educators, including teacher candidates, must follow the regulations contained in Chapter 169-C: Child Protection Act of the New Hampshire Statutes.

Video/Digital Recording Policy

Student teaching includes video recording assignments. In order to ensure that parents/ guardians give informed consent for such recordings, and to protect the privacy of the individuals involved and the confidentiality of the materials, it is imperative that teacher candidates and SNHU employees comply with all cooperating school/district expectations in the preparation for and handling of the video/digital recordings.

CONTACT INFORMATION

Any questions concerning the Student Teaching experience should be directed to:

The Office of Educator Preparation
2500 North River Road
Manchester, NH 03106
Belknap Hall Suite 120
OEP@snhu.edu

Appendix A: Schedule of Assessments

Student Teaching Assessment Schedule

EDU 487 Student Teaching I and Seminar

- University-based clinical educator = University supervisor
- School-based clinical educator = Cooperating teacher
- Candidate = Student teacher

Week	Assessment Available	Assessment Deadline	Assessment Type	Completed by	Implementation/ Notes
Week 1	One week prior	End of week 1	CCI	Candidate	Candidate completes self-assessment prior to starting
Week 3-Week 5	Start of week 3	End of week 5	O&C Formal Observation	University-based clinical educator	Completed independently
Week 4-Week 5	Start of week 4	End of week 5	Formative Progress Check (FPC)t Formative Progress Check for candidates seeking Special Education	School-based clinical educator Special Education School-based clinical educator	School-based clinical educator will complete FPC Special Education School-based clinical educator will complete Special Education progress
Week 5-Week 7	Start of week 5	End of week 7	Lesson Plan O&C Formal Observation Disposition	Seminar Instructor University-based clinical educator and School-based clinical educator Seminar Instructor	Candidate submits lesson plan to seminar instructor w/ reflection after the lesson has been taught and observed University-based clinical educator and School-based clinical educator coordinate a time to observe the same lesson. Then, independently assess using the O&C, compare information and meet with candidate to discuss strengths and areas that could be improved.
Week 5-Week 7	Start of week 5	End of week 7	CCI	University-based clinical educators and School-based clinical educators	After completing the O&C, University-based clinical educator, and School-based clinical educator complete CCI independently and then coordinate a time to review the assessment together. Meet with candidate.
Week 8-Week 11	Start of week 8	End of week 11	O&C Formal Observation	School-based clinical educator	Completes independently

Week	Assessment Available	Assessment Deadline	Assessment Type	Completed by	Implementation/ Notes
Week 10-Week 11	Start of week 10	End of week 11	Formative Progress Check (FPC) Formative Progress Check for candidates seeking Special Education	School-based clinical educator Special Education School-based clinical educator	School-based clinical educator will complete FPC Special Education School-based clinical educator will complete Special Education progress
Week 12-Week 14	Start of week 12	End of week 14	O&C Formal Observation	University-based clinical educator and School-based clinical educator	University-based clinical educator and School-based clinical educator coordinate a time to observe the same lesson. Then, independently assess using the O&C, compare information and meet with candidate to discuss strengths and areas that could be improved.
Week 12-Week 14	Start of week 12	End of week 14	CCI	University-based clinical educator and School-based clinical educator	After completing the O&C, University-based clinical educator, and School-based clinical educator complete CCI independently and then coordinate a time to review the assessment together. Meet with candidate
Week 15-Week 16	Start of week 15	End of term	CCI Disposition Recommendation for acceptance to EDU 490 Final grade recommendation	Candidate Seminar instructor University-based clinical educators and School-based clinical educators University-based clinical educators	Candidate completes CCI self-assessment

EDU 487 Student Teaching I and Seminar

· University-based clinical educator = University supervisor

· School-based clinical educator = Cooperating teacher

· Candidate = Student teacher

Week	Assessment Available	Assessment Deadline	Assessment Type	Completed by	Implementation/ Notes
Week 1	One week prior	End of week 1	CCI	Candidate	Candidate completes self-assessment prior to starting
Week 3-Week 5	Start of week 3	End of week 5	O&C Formal Observation	University-based clinical educator	Completed independently
Week 4-Week 5	Start of week 4	End of week 5	Formative Progress Check (FPC)t Formative Progress Check for candidates seeking Special Education	School-based clinical educator Special Education School-based clinical educator	School-based clinical educator will complete FPC Special Education School-based clinical educator will complete Special Education progress
Week 5-Week 7	Start of week 5	End of week 7	O&C Formal Observation	University-based clinical educator and School-based clinical educator	University-based clinical educator and School-based clinical educator coordinate a time to observe the same lesson. Then, independently assess using the O&C, compare information and meet with candidate to discuss strengths and areas that could be improved.
Week 5-Week 7	Start of week 5	End of week 7	CCI	University-based clinical educators and School-based clinical educators	After completing the O&C, University-based clinical educator, and School-based clinical educator complete CCI independently and then coordinate a time to review the assessment together. Meet with candidate.
Week 8-Week 11	Start of week 8	End of week 11	O&C Formal Observation	School-based clinical educator	Completes independently

Week	Assessment Available	Assessment Deadline	Assessment Type	Completed by	Implementation/ Notes
Week 10-Week 11	Start of week 10	End of week 11	Formative Progress Check (FPC) Formative Progress Check for candidates seeking Special Education	School-based clinical educator Special Education School-based clinical educator	School-based clinical educator will complete FPC Special Education School-based clinical educator will complete Special Education progress
Week 11-Week 14	Start of week 11	End of week 14	Lesson Plan O&C Formal Observation	Seminar Instructor University-based clinical educator and School-based clinical educator	Candidate submits lesson plan to instructor w/ reflection after the lesson has been taught and observed University-based clinical educator and School-based clinical educator coordinate a time to observe the same lesson. Then, independently assess using the O&C, compare information and meet with candidate to discuss strengths and areas that could be improved.
Week 11-Week 14	Start of week 11	End of Week 14	CCI	University-based clinical educator and School-based clinical educator	After completing the O&C, University-based clinical educator, and School-based clinical educator complete CCI independently and then coordinate a time to review the assessment together. Meet with candidate
Week 15-Week 16	Start of week 15	End of term	CCI Disposition Recommendation for teaching Final grade recommendation	Candidate Seminar instructor University-based clinical educators and School-based clinical educators University-based clinical educators	Candidate completes CCI self-assessment

Appendix B – Observation and Conference Report
Observation and Conference Report - Ver 3

The purpose of this form is to provide feedback to the teaching candidate on the observed lesson. It is closely aligned with the CCI and will help guide the development of the candidate.

InTASC	Criterion	1.Emergent	2.Novice	3.Proficient	4.Advanced Proficient
1	1.Learner Development The candidate shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Exhibits difficulty in implementing and learning experiences and/or interacting with learners.	Implements learning experiences with limited competence that requires further guidance from either the cooperating teacher and/or supervisor. Needs more guidance on interacting with learners on a developmental level.	Identifies and plans learning experiences based on students' developmental stages. Respectfully interacts with learners is sensitive to their needs.	Designs and implements developmentally appropriate and challenging learning experiences. Interacts with learners with sensitivity to developmental stages, cultural, linguistic, social, and academic differences.
2	2. Learning Differences The candidate uses understanding of individual differences and diverse cultures and community to ensure inclusive learning environments that enable each learner to meet high standards.	Prepares and delivers instruction oriented towards the whole class.	Develops and delivers instruction to address the needs of learners on an inconsistent basis.	Designs and delivers instruction based on the needs of each student. Modifications to lessons are made for students with special needs, ELL, and different learning styles.	Applies and adapts instruction that engages the learners in ways that complement their learning styles. Modifies instruction to reflect the diverse cultures and communities of learners.
3	3. Learning Environment The candidate works with others (learners, families, and colleagues) to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	Demonstrates limited classroom management techniques and interactions conducive to an effective classroom environment.	Begins to create an environment that encourages and supports all learners. Classroom management techniques and interactions are generally appropriate.	Creates an environment that encourages and supports most learners. Demonstrates warmth, caring, and sensitivity. Implements classroom management techniques and facilitates interactions that are conducive to an effective learning environment.	Creates an environment that encourages and supports all learners. Consistently implements effective classroom management techniques and fosters interactions which maintain a respectful, polite, and sensitive learning environment.

InTASC	Criterion	1.Emergent	2.Novice	3.Proficient	4.Advanced Proficient
4	4. Content Knowledge The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure master of the content.	Delivers instruction based on insufficient content knowledge, theory, and principles of the discipline.	Delivers instruction based on superficial content knowledge, theory, and principles of the discipline resulting in inconsistent learning of subject matter.	Delivers instruction based on content knowledge, theory, and principles of the discipline allowing meaningful learning and master of subject matter.	Delivers instruction that demonstrates depth, breadth of the content knowledge, theory, and principles of the discipline. Incorporates appropriate materials and consistently makes learning experiences meaningful and relevant which leads to mastery of subject matter.
5	5. Application of Content The candidate understands how to connect concepts and use different perspectives to engage learners in critical thinking and solve problems related to authentic local and global issues.	Asks factual questions and instruction does not include concept connections. Questions do not engage learners in critical thinking. Shows lack of understanding of the concepts needed in order to engage learners in making connections to solve real world problems.	Asks recall and identification questions. Instruction includes some concept connections. Questions engage some learners in critical or divergent thinking. Shows an incomplete understanding of the concepts needed in order to engage learners in making connections to solve real world problems.	Asks application, analysis, and synthesis questions. Instruction includes making connections to concepts and using a variety of perspectives to engage all learners in critical and divergent thinking. Shows a complete and correct understanding of the concepts needed in order to engage learners in making connections to solve real world problems.	Asks application, analysis, synthesis, and evaluation questions. Instruction includes making connections to concepts using many perspectives to engage all learners in critical and divergent thinking. Shows a thorough understanding of the concepts needed to engage learners and extend learners' abilities to solve real world problems.
6	6. Assessment The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.	Uses one method or inappropriate methods of assessment that do not engage learners in the process. Assessment does not include feedback to students. There is no attempt to use data driven decision-making.	Uses a few or the same methods of assessment and engages some learners in the process. Assessment includes minimal feedback to students. Some data is used to guide the students' and teacher's decision-making.	Uses multiple formative and summative assessments. Engages most learners in the assessment process. Assessment includes targeted feedback to students. Data is used to guide the students' and teacher's decision-making.	Uses a variety of formative and summative assessments. Provides differentiated assessments to meet individual student needs. Assessment includes specific detail and feedback. Data includes multiple measures and is used to make decisions about the student's learning and to inform the teacher's instruction.

InTASC	Criterion	1.Emergent	2.Novice	3.Proficient	4.Advanced Proficient
7	7. Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners the community context.	Plans instruction that does not meet the learning goals for students. Uses minimal knowledge of curriculum, pedagogy, or community context to plan instruction and may not take into consideration the knowledge of learners.	Plans instruction that meets the learning goals for some students. Uses some knowledge of curriculum, pedagogy, or community context to plan instruction and takes into consideration the knowledge of some of the learners to plan instruction.	Plans instruction that shows an understanding of the learning goals for all students. Uses knowledge of the curriculum, pedagogy, community context, and learners to plan instruction.	Plans instruction that shows complete and correct understanding of rigorous learning goals for all students. Uses knowledge of curriculum, pedagogy, community context, and all learners to plan instruction.
8	8. Instructional Strategies The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Uses instructional strategies to present content. Strategies may not build learners' skills to make connections and apply knowledge	Uses instructional strategies that encourage learners to develop content knowledge. Strategies begin to build learners' skills to make connections and apply knowledge.	Uses a variety of instructional strategies that encourage learners to develop an understanding of content. Strategies build the learners' skills to make connections and apply knowledge.	Uses rich and varied instructional strategies that encourage learners to develop a deep understanding of content. Strategies build and extend the learners' understanding of content to make multiple connections and apply knowledge.
9	9. Professional Learning and Ethical Practice The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Candidate may participate in ongoing professional learning which may be demonstrated during the lesson. Candidate does not modify or adjust instruction based on feedback to meet the needs of the learner.	Candidate participates in ongoing professional learning which is sometimes demonstrated during the lesson. Teaching and learning remains basically the same without the appropriate modifications to meet the needs of each learner.	Candidate participates in ongoing professional learning which is demonstrated during the lesson. Uses evidence-based teaching strategies to teach students and reflects on his/her practice. Candidate modifies instruction based on feedback/results and plans lessons accordingly to meet the needs of each learner.	Candidate participates in ongoing professional learning which is consistently demonstrated during the lesson. Candidate uses evidence-based teaching strategies and reflection to improve his/her practice. Candidate modifies instruction based on feedback/result and plans lessons that nurture metacognition skills in each learner.

InTASC	Criterion	1.Emergent	2.Novice	3.Proficient	4.Advanced Proficient
10	10. Leadership and Collaboration The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.	Provides no evidence of contributing to the school and/or district. Communicates periodically with colleagues, parents, and other school professionals. Makes little or no attempt to participate in activities with parents and community. Makes no attempt to assume leadership roles within the school.	Provides some evidence of contributions to the school and district. `Communicates with colleagues, parents, and other school professionals. Sometimes participates in activities with parents and community. Makes minimal attempt to assume leadership roles within the school.	Provides evidence of contributing to the school and district. Collaborates with colleagues, parents, and other school professionals. Participates in activities with parents and community, professional in-service, and assumes leadership roles, as appropriate.	Provides evidence of many contributions to the school and district. Collaborates with colleagues, parents, and other school professionals. Participates in activities with parents and community, professional in-service, and assumes leadership roles in various capacities, as appropriate. Seeks out opportunities to assume additional responsibilities in the school community or the profession.
11	11. Professional Responsibility The candidate acts in accordance with legal responsibilities and uses integrity and fairness to promote the success of all students.	Professional interactions and practices do not always demonstrate integrity and fairness towards all students. May not consistently follow the school's policies, regulations, or timelines.	Professional interactions and some practices may be characterized by fairness, integrity, respect, or confidentiality. Complies with the policies of the school, professional teaching standards, and Code of Ethics to promote the success of students.	Professional interactions and practices are characterized by fairness, integrity, respect, and confidentiality. Abides by the policies of the school, professional teaching standards, and Code of Ethics to promote the success of all students.	Professional interactions and practices are characterized by fairness, integrity, respect, and confidentiality. Models exemplary professional behavior by following the policies of the school, professional teaching standards, and applies the Code of Ethics to promote the success of all students.

Appendix C: Clinical Competency Inventory

Clinical Competency Inventory (CCI ver3.3) for Teaching Candidates

Instructions and Overview

Introduction

This observational instrument has been designed to provide feedback on the progress of individual teaching candidates who are completing their clinical practice (student teaching) experience in their teacher preparation program. This performance-based assessment instrument measures key competencies aligned to the 2011 InTASC standards, NH DOE 610s and the NH TCAP rubrics that are required of all teaching candidates prior to being recommended for certification. This standards-based observational instrument specifies the defining set of competencies that pre-service teachers should demonstrate before being recommended for certification in the State of New Hampshire.

Some competencies may not be observable and usually start with the phrase, "Provides evidence of." It is expected that the candidate will bring evidence of these competencies to a conference.

The CCI is to be used as a summative assessment designed to assess competencies at the completion of the culminating clinical experience, during the last observation. It is also meant to provide formative feedback during clinical experiences to the clinical intern on the attainment of competencies. It should be used in conjunction with an observational lesson form that is aligned with the CCI and focuses on the quality of the specific lesson being observed. The CCI is meant to be a cumulative assessment of competencies that the university-based clinical educator and the school-based clinical educator have observed throughout the clinical practice. The form should be introduced at the beginning of the clinical practice to guide the development of the teaching candidate and to provide feedback on the candidate's strengths and areas of improvement.

The procedure for using the CCI is as follows:

1. The clinical intern should self-assess on the CCI prior to beginning the clinical experience.

2. At the first visit, the university-based clinical educator will review the Observation Form and the CCI with the cooperating teacher.

3. Before the mid-term, the school-based clinical educator and the university-based clinical educator observe the candidate together and fill out the Observation Form independently. They will discuss what behaviors they observed, discuss each of the 10 standards and specify areas of strength and areas that need improvement.

4. At mid-term, the university-based clinical educator and school-based clinical educator fill in the CCI independently.

5. The university-based clinical educator and the school-based clinical educator will hold a mid-point conference with the teaching candidate to go over the CCI.

6. At the completion of the field placement, the university-based clinical educator and school-based clinical educator fill in the CCI independently and enter the final assessment. They should hold a final conference with the teacher candidate to discuss their ratings.

7. At the completion of the clinical practice, the teaching candidate will do a self-assessment and fill in the CCI.

Rating of the Form

The following rating scale will be used to score each candidate with a required benchmark of 3.0 for a candidate to be recommended for certification **BY THE END OF THE PROGRAM**.

1: Emergent (Exhibits Difficulty) – The teaching candidate exhibits difficulty in: 1) integrating content knowledge with application; 2) lesson planning and implementation of daily instruction; 3) organizational and classroom management skills; 4) using assessment to inform instruction; and 5) adapting instruction to meet the needs of all children.

Recommended point value: 1.4 - 0

2: Novice (Limited Competence) – The teaching candidate continues to need assistance in: 1) integrating content knowledge with application; 2) lesson planning and implementation of daily instruction; 3) organizational and classroom management skills; 4) using assessment to inform instruction; and 5) adapting instruction to meet the needs of all children.

Recommended point value: 2.74 – 1.5

3: Proficient (Basic Competence) – The teaching candidate shows basic competence in: 1) integrating content knowledge with application; 2) lesson planning and implementation of daily instruction; 3) organizational and classroom management skills; 4) using assessment to inform instruction; and 5) adapting instruction to meet the needs of all children.

Recommended point value: 3.4 - 2.75

4: Advanced Proficient (Exemplary Practice) – The teaching candidate shows exemplary practice in: 1) integrating content knowledge with application; 2) lesson planning and implementation of daily instruction; 3) organizational and classroom management skills; 4) using assessment to inform instruction; and 5) adapting instruction to meet the needs of all children.

Recommended point value: 4.0 - 3.5

Not Observed –This should NOT be used in the Final Assessment. If you did not observe a specific indicator in the classroom, please obtain additional evidence from the clinical intern demonstrating competency in that area. If you have a question or reservation, please insert a comment explaining your concerns. If you are observing a P-3 classroom, obtain approval to skip certain competencies and leave them blank.

For the Final Assessment, please rate all 34 indicators if you can.
Use the following scale to assess the candidate (this scale will not be accurate if you skip any item): Advanced Proficient (4) = 136 points; Proficient (3) = 102 points; Novice (2) = 68 points; Emergent (1) =34 points.

IF ALL INDICATORS ARE USED, A TEACHING CANDIDATE NEEDS AT LEAST 102 POINTS (3.0 AVERAGE) TO BE RECOMMENDED FOR CERTIFICATION. ***DO NOT COUNT ANY ITEMS YOU DID NOT OBSERVE.***
If you did not score all 34 indicators, please calculate the overall score by adding up the total score and dividing that score by the number of indicators (total score ÷ # of indicators you rated).

Clinical Competency Inventory (CCI) Southern New Hampshire University Educator Preparation Programs
2500 N. River Road
Manchester, NH 03106

This form is designed to provide feedback for the teacher candidates enrolled in an initial educator preparation program. Please fill out this cover page completely, bubbling all appropriate descriptors. This composite information will be used for tracking our interns and statistical analysis of our program.

Teacher Candidate: _____ Date: _____

School-based Clinical Educator: _____

University-based Clinical Educator: _____

Subject/Grade: _____

Timing: ◯ Beginning of Semester ◯ Mid-Semester ◯ End of Semester

Semester (enter year): ◯ Fall _____ ◯ Spring _____

Course in which enrolled:

◯ EDU 487: Student Teaching I ◯ EDU 490: Student Teaching II ◯ EDU 632: Clinical Experience II
◯ SPED 632: Clinical Experience III ◯ EDU 623: Professional Clinical Experience I
◯ EDU 626: Professional Clinical Experience II

Who is filling out this form?

◯ Teacher Candidate ◯ University-based Clinical Educator ◯ School-based Clinical Educator

Instructions for the following pages:

Please circle the rating for each performance indicator listed below, with Advanced Proficient indicating the HIGHEST competency and Emergent indicating the LOWEST competency for each criterion. Performance in each area is rated as follows:

1: Emergent   2: Novice   3: Proficient   4: Advanced Proficient

Standard #1: Learner Development

The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
1.1 The clinical intern designs and implements lessons that are developmentally appropriate so that all learners can learn.	The clinical intern's lessons: · Contain activities that are not at the appropriate developmental level for all learners (they are either too hard or too easy); · Contain objectives that are not written correctly; · Are not cognitively challenging;	The clinical intern's lessons: · Contain some objectives and activities that are at the appropriate developmental level for all learners (some are too hard or too easy); · Contain objectives that are not written properly; · Show some effort to differentiate instruction but needs improvement; · Are somewhat aligned to standards.	The clinical intern's lessons: · Contain objectives and activities that are at the appropriate developmental level for all learners (neither too hard or too easy); · Address individual developmental differences in the instructional activities by differentiating instruction; · Are cognitively challenging for all learners; · Aligned to standards.	The clinical intern's lessons: · Contain objectives and activities that are at the appropriate developmental level for all learners (neither too hard or too easy); · Address individual developmental differences in the instructional activities by differentiating instruction; · Are cognitively challenging for all learners; · Take into account each learner's background knowledge and builds on his/her strengths and needs. · Are aligned to standards.	
	◯	◯	◯	◯	◯
1.2 The clinical intern interacts with learners in an appropriate manner with sensitivity to developmental, cultural, linguistic and social differences.	The clinical intern interacts with learners in a manner that: · Needs more sensitivity to cultural and academic differences of students; · Needs to be more aware of verbal and nonverbal messages being sent to students in the classroom.	The clinical intern interacts with learners in a manner that: · Uses academic conversation at times; · Respects cultural differences of most learners; · Tries to establish a supportive environment through verbal and nonverbal interactions but needs some feedback.	The clinical intern interacts with learners in a manner that: · Encourages academic conversation and accepts linguistic and developmental differences in language development; · Respects cultural differences of all learners; · Respects all learners in the classroom through verbal and nonverbal interactions.	The clinical intern interacts with learners in a manner that: · Accepts developmental differences of all learners in the classroom through supportive discourse and accommodations; · Encourages academic conversation and accepts linguistic and developmental differences in language development; · Respects cultural differences of all learners; · Respects all learners in the classroom through verbal and nonverbal interactions.	
	◯	◯	◯	◯	◯

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
2.1 The clinical intern designs and implements instruction to ensure an inclusive learning environment for all learners.	The clinical intern's lessons: · Use strategies that are not differentiating instruction at all; · Is providing the same strategies for all students and not taking into account learning differences.	The clinical intern's lessons: · Tend to use the same strategy for all students and is not differentiating instruction, except on rare occasions; · Try to support a learning environment that allows all students to succeed but need to include more accommodations for learners.	The clinical intern's lessons include: · Many activities that differentiate the delivery of instruction based on needs of learners; · Assessments that accommodate the needs of all learners; · Most strategies that support a learning environment that allows all students to succeed.	The clinical intern's lessons include: · Developmentally appropriate activities that accommodate all learners and allow them to succeed (IEP's, 504's if available or appropriate); · Strategies that differentiate the delivery of instruction based on needs of learners; · Assessments that accommodate the needs of all learners.	
	○	○	○	○	○
2.2 The clinical intern incorporates multicultural content and perspectives into the lesson	The clinical intern engages in activities that: · Are not sensitive to the diversity of students, families, or the surrounding community. · Are devoid of any multicultural content or perspective.	The clinical intern engages in activities that: · Focuses on holidays and peripheral content related to students' cultural backgrounds; · Incorporate students' cultural heritage.	The clinical intern engages in meaningful lessons that: · Reflect the diversity of students, their families, and their communities; · Incorporate students' interests and cultural heritage; · Illustrate and discuss content that addresses social and cultural issues relevant to students' identity; · Establish an inclusive learning community with clear and explicit guidelines and shared expectations.	The clinical intern engages in meaningful lessons that: · Reflect the diversity of students, their families, and their communities; · Incorporate students' interests and cultural heritage; · Illustrate and discuss content that addresses social and cultural issues relevant to students' identity; · Relate content from various perspectives; · Establish an inclusive learning community with clear and explicit guidelines and shared expectations.	
	○	○	○	○	○

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
2.3 The clinical intern designs and/or implements strategies to support learners whose first language is not English.	The clinical intern: · Engages the learner in one-word responses most of the time; · Does not provide any accommodations to the English language learner; · Struggles to provide academic support to the English language learners.	The clinical intern: · Needs to engage in academic discussions that involve more than one-word responses; · Occasionally uses strategies like graphic organizers, visual cues, and alternate ways of completing projects to support the learner; · Provides rudimentary support to the learner in language and literacy development.	The clinical intern: · Supports the learner in language and literacy development; · Encourages the learner to engage in academic discussions that involve more than one-word responses; · Uses strategies like graphic organizers, visual cues, and alternate ways of completing projects to support the learner;	The clinical intern: · Provides the learner with vocabulary reinforcement and/or modifications; · Encourages the learner to engage in academic discussions that involve more than one-word responses; · Uses strategies like graphic organizers, visual cues, and alternate ways of completing projects to support the learner; · Supports the learner in language and literacy development; · Uses the learners' cultural background to contribute to student learning.	
	○	○	○	○	○

Standard # 3: Learning Environment

The teacher works with others (learners, families, and colleagues) to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self -motivation.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
3.1 The clinical intern demonstrates general warmth, caring and respect towards learners through verbal/nonverbal communication.	The clinical intern: · Needs to work on listening more carefully to learners; · Needs to work on showing a more caring attitude. ·	The clinical intern: · Listens carefully to learners; · Responds respectfully; · Responds neutrally in tone. ·	The clinical intern: · Listens carefully to learners; · Responds respectfully; · Gives learners a chance to answer with adequate wait time; · Shows warmth and caring in tone and actions.	The clinical intern: · Listens carefully to learners; · Responds respectfully; · Gives learners a chance to answer with adequate wait time; · Encourages academic conversations and use of academic language with students; · Shows warmth and caring in tone and actions.	
	○	○	○	○	○

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
3.2 The clinical intern uses effective classroom management techniques.	The clinical intern struggles with classroom management techniques and enforcing classroom rules.	The clinical intern manages the class by: · Enforcing effective classroom rules; · Engaging in positive and supportive student-teacher interactions.	The clinical intern manages the class by: · Enforcing effective classroom rules; · Engaging in positive and supportive student- teacher interactions; · Facilitating effective student-student interactions; · Provides a positive, low risk learning environment that reveals mutual respect among students.	The clinical intern manages the class by: · Enforcing effective classroom rules; · Implementing smooth transitions; · Engaging in positive and supportive teacher-student interactions; · Facilitating effective student- student interactions; · Effectively implementing a variety of groupings and activities; · Provides a positive, low risk learning environment that reveals mutual respect among students.	
	◯	◯	◯	◯	◯
3.3 Learners are actively participating and engaged in the lesson.	Learners are not engaged in the lesson but are distracted and not paying attention.	Learners are somewhat engaged in the lesson by: · Discussing; · Participating; · Raising their hands; · Paying attention at their desks.	Learners are engaged in the lesson by: · Applying the content through hands-on activities; · Discussing; · Actively Participating; · Displaying interest and enthusiasm.	Learners are highly en-gaged in a model lesson by: · Applying the content through hands-on activities; · Discussing; · Actively Participating; · Displaying interest and enthusiasm; · Paying close attention and responding in an enthusiastic and interested manner.	
	◯	◯	◯	◯	◯
3.4 Learners are engaged in positive peer relation-ships through classroom activities.	There is very little collabo-ration taking place in the classroom, which would enhance positive peer relationships.	Learners need to: · Collaborate with peers more frequently. · Actively discuss with peers; · Coaching/mentoring a peer.	Learners are: · Collaborating with peers; · Actively discussing with peers; · Coaching/mentoring a peer; · Establishing positive peer interactions.	Learners are: · Collaborating with peers in cognitively challenging and relevant activities; · Actively discussing with peers; · Coaching/mentoring a peer; · Using positive language to support each other; · Establishing positive peer interactions.	
	◯	◯	◯	◯	◯

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
4.1 The clinical intern designs and implements lessons that demonstrate knowledge and command of the subject matter.	The clinical intern: · Does not demonstrate a command of the subject matter; · Has not aligned the lesson with any standards; · Teaches the content out of any meaningful context to help the student understand why it is necessary and important to learn it.	The clinical intern: · Uses teaching strategies that foster the understanding of key disciplinary concepts; · Demonstrates a rudimentary command of the subject matter; · Incorporates appropriate standard(s) in the lessons.	The clinical intern: · Relates content to prior student knowledge; · Uses effective explanations of key disciplinary concepts; · Uses teaching strategies that foster the understanding of key disciplinary concepts; · Demonstrates a deep and broad command of the subject matter; · Incorporates the appropriate standard(s) (CCSS, NJLS and/or professional standards) in the lessons; · Makes the content relevant to everyday life and experiences of the learner.	The clinical intern: · Relates content to prior student knowledge; · Uses effective explanations of key disciplinary concepts; · Uses teaching strategies that foster the understanding of key disciplinary concepts; · Demonstrates a deep and broad command of the subject matter; · Incorporates the appropriate standard(s) (NAEYC, CCSS, NJLS and/or professional standards) in the lessons; · Teaches the disciplinary vocabulary words associated with the content; · Makes the content relevant to everyday life and experiences of the learner.	
	○	○	○	○	○

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
4.2 Learners demonstrate development of critical thinking and problem solving within the content area.	Learners need to develop their development of critical thinking and problem- solving skills. Activities are very low level and do not push the students to problem solve or think critically.	Learners need to develop further their critical thinking and problem-solving skills within the content area: · More classroom activities and strategies need to engage them in critical thinking and problem solving in the content area; · Written and oral responses are too low level and need to encourage learners to think critically and solve problems.	Learners demonstrate the development of their critical thinking and problem-solving skills within the content area through: · Responses to higher order thinking questions raised by the clinical intern; · Classroom activities and strategies that engage them in critical thinking and problem solving in the content area; · Responses written and oral to critical thinking and problem-solving assignments.	Learners demonstrate the development of their critical thinking and problem-solving skills within the content area through: · Responses to higher order thinking questions raised by the clinical intern; · Questions generated by the learners that demonstrate critical thinking skills; · Classroom activities and strategies that engage them in critical thinking and problem solving in the content area; · Their ability to apply key concepts in the discipline to new disciplinary content; · Responses written and/or oral to critical thinking and problem-solving assignments.	
	◯	◯	◯	◯	◯
4.3 The clinical intern integrates reading, writing, speaking, and listening.	The clinical intern: · Does not use a variety of print sources to teach literacy; · Rarely emphasizes comprehension; · Does not use age-appropriate literacy strategies.	The clinical intern: · Tends to use limited resources to teach literacy; · Tends not to stress comprehension; · Needs to use more age- appropriate literacy strategies; · Needs more text-based discussions and writing to reinforce literacy.	The clinical intern: · Uses a variety of print sources to teach literacy; · Stresses comprehension of text; · Facilitates rich text-based discussions and/or writing; · Uses age-appropriate literacy strategies to promote learners' literacy development; · Focuses instruction equally on narrative and informational text	The clinical intern: · Uses a variety of print sources to teach literacy; · Stresses comprehension of text through strategy instruction; · Facilitates rich text-based discussions and/or writing through specific, thought-provoking questions about shared texts; · Uses shared reading, Read Alouds and/ or age-appropriate strategies that promote learners' literacy development; · Focuses instruction equally on narrative and informational text.	
	◯	◯	◯	◯	◯

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
5.1 The clinical intern implements learning experiences that allow learners to integrate knowledge from several content areas.	The clinical intern focuses solely on one content area with no connection to other disciplines and does not provide any opportunity for learners to apply concepts and ideas.	The clinical intern's lessons: · Tend to focus on one content area only with little connection to other disciplines; · Have learners engaged in applying concepts and ideas from mainly one content area;	The clinical intern implements learning experiences that: · Connect the content to concepts, issues, and relevant ideas from other content area(s); · Have learners actively engaged in applying concepts and ideas from at least one other content area.	The clinical intern implements learning experiences that: · Connect the content to concepts, issues, and relevant ideas from other content area(s); · Have learners actively engaged in applying concepts and ideas from several content areas; · Provide opportunities for learners to use interdisciplinary concepts to help solve problems.	
	◯	◯	◯	◯	◯
5.2 Learners apply content knowledge to solve real world problems through collaboration.	Learners are working exclusively from a textbook, worksheet, or answering lower-level questions. There is no group collaboration nor are learners solving real world problems.	Learners are working predominantly from a textbook or worksheets and occasionally working collaboratively in a group. There is little evidence that they are trying to solve real world problems.	Learners are actively involved in: · Exploring and/or researching different alternatives to solving a problem; · Working collaboratively in a group; · Applying content knowledge to solving a problem.	Learners are actively involved in: · Exploring and/or researching different alternatives to solving a problem; · Working collaboratively in a group; · Applying content knowledge to solving a problem; · Using critical thinking and creativity to generate new ideas and novel approaches to solving a problem.	
	◯	◯	◯	◯	◯

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
5.3 Learners use current resources for content exploration, which may include technological applications.	Learners are only using their textbooks to explore the content. There is little technology integration or use of varied resources if technology is not available.	Learners are using a few different resources such as laptops and books for content research. They mainly use their textbooks as the primary resource.	Learners are: · Using resources such as books, printed material, laptops, apps, iPads, and websites to help solve a problem; · Engaged in discovering new resources available for the exploration/research of the content; · Using current events and/or resources for exploration/research of the content.	Learners are: · Using resources such as books, printed material, laptops, apps, iPads, and websites to help solve a problem; · Engaged in discovering new resources available for the exploration/research of the content; · Using current events and/or resources for exploration/research of the content.	
	○	○	○	○	○
5.4 Learners apply their content knowledge through a variety of forms such as oral, written, and/or technological presentations.	Learners apply their content knowledge through writing and quizzes or tests. There is little variety in terms of how they present their knowledge.	Learners predominantly apply their content knowledge through written reports, oral presentations, and tests. More varied presentations with use of technology, if available, is recommended.	· Learners apply their content knowledge by: · Telling a story, recounting an experience, or writing on a topic; · Engaging in collaborative discussions; · Presenting their ideas/research in a variety of ways.	Learners apply their content knowledge by: · Telling a story, recounting an experience, or reporting on a topic, with appropriate sequencing of ideas and using appropriate facts and details; · Engaging in collaborative discussions; · Presenting their ideas in a variety of ways including drawings, hands-on projects, multimedia presentations, group presentations.	
	○	○	○	○	○

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
5.5 Learners are engaged in literacy activities within content areas.	Learners are only using their textbooks to explore the content. There is little technology integration or use of varied resources if technology is not available.	Learners are using a few different resources such as laptops and books for content research. They mainly use their textbooks as the primary resource.	Learners are engaged in: · Reading a variety of informational texts; · Comparing multiple sources of texts; · Using comprehension to help make meaning; · Writing about the content area; · Learning vocabulary (Tier 1, 2, and 3 words); · Listening to others' research and/or presentations.	Learners are engaged in: · Reading a variety of informational texts; · Using comprehension strategies such as questioning, text structure, and graphic organizers to help make meaning; · Comparing texts on the same theme and drawing conclusions; · Writing about and/or discussing the content using evidence from the text to support ideas; · Learning vocabulary (Tier 1, 2, and 3 words); · Listening to others' research and/or presentations and commenting on it.	
	◯	◯	◯	◯	◯
5.6 Learners are engaged in activities that promote and value the development of quantitative reasoning within content areas.	Learners are engaged in quantitative reasoning in mathematics lessons only. There is not integration into any other content area.	Learners use quantitative reasoning occasionally to explore a content area, especially science. Little effort is made to have learners explore quantitative reasoning in other fields, such as English/Language Arts or Social Studies.	Learners are engaged in: · Interpreting charts and graphs; · Using mathematics to solve problems; · Exploring quantitative reasoning when reading a variety of resources; · Discussing the value of quantitative reasoning.	Learners are engaged in: · Interpreting charts and graphs; · Using concrete objects and manipulatives to solve problems; · Applying mathematical modeling/reasoning to explore the content area; · Exploring quantitative reasoning when reading a variety of resources; · Discussing the value of quantitative reasoning within different content areas such as the arts.	
	◯	◯	◯	◯	◯

Standard #6: Assessment

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
6.1 The clinical intern designs appropriate formative and summative assessments that are aligned with learning objectives.	The lesson plans contain a very general method of assessment that tends to be predominantly quizzes and tests.	The lesson plans contain: · A general assessment to evaluate the students; · General rubrics, which need more specific criteria and alignment with the objectives/outcomes. · A few formative assessments to monitor learners' progress.	The lesson plans contain: · An assessment to evaluate each objective; · A rubric that is designed to measure objectives; · A few formative assessments that monitor learners' progress; · A benchmark for measuring achievement.	The lesson plans contain: · A clear assessment strategy for how each objective will be evaluated; · Rubrics and/or criteria that are designed specifically for each objective; · Formative assessments that are built into the lesson to monitor learners' progress; · A measure or method of collecting data for each objective; · A benchmark for measuring achievement for each objective.	
	◯	◯	◯	◯	◯
6.2 The clinical intern uses assessment and provides meaningful and specific feedback to learners.	The clinical intern provides minimal feedback to the students.	The clinical intern: · Provides feedback to learners in a positive manner; · Works with learners to help them understand their own performance.	The clinical intern: · Uses assessment data to provide feedback to learners in a positive manner; · Works with learners to help them understand their own performance; · Provides feedback to students on a continual basis.	The clinical intern: · Uses assessment data to differentiate instruction based on students' needs; · Uses assessment data to provide feedback to learners in a positive manner; · Targets the feedback on specific objectives to help increase achievement; · Works with learners to help them understand their own performance, and, if possible, establish their own learning goals; · Provides continuous feedback to learners regarding their future learning goals.	
	◯	◯	◯	◯	◯

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
7.1 The clinical intern selects a variety of appropriate instructional materials and resources to meet the needs of all learners.	The textbook is used as the only source of material.	The instructional materials and resources used in the lessons rely predominantly on the textbook and a few supplemental sources of material. A variety of resources are not used and/or the resources do not meet the needs of all learners.	The instructional materials and resources used in the lessons: · Are well chosen to meet the lesson objectives. · Meet the needs of all learners including struggling readers and English language learners; · Show a variety (print, video, technology, primary sources, manipulatives) other than just the textbook;	· The instructional materials and resources used in the lessons · Are well chosen to meet the lesson objectives. · Develop meaningful and deep learning of the content and foster a deep appreciation of different cultures; · Meet the needs of all learners including struggling readers and English Language Learners; · Are at appropriate developmental and reading levels to foster an interest in learning for all students; · Are a rich variety (print, video, technology, primary sources, manipulatives.	
	◯	◯	◯	◯	◯
7.2 The clinical intern integrates technology into the lesson plan to promote effective learning for all learners, when available.	There is little or no technology integration in the lessons.	When available, technology use is predominantly teacher presentations and students are not engaged in using the technology.	When available technology use: · Promotes meaningful learning; · Involves the learners who are engaged in using the technology; · Provides interest and meaning to the learning activities.	When available technology use: · Promotes meaningful and deep learning; · Involves the learners who are engaged in using the technology; · Is integral to the learning activities; · Provides interest and meaning to the learning activities.	
	◯	◯	◯	◯	◯

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
7.3 The clinical intern designs and implements effective lessons that follow a carefully sequenced development of rigorous learning goals.	The lessons are not effectively organized and missing several components of a well-constructed lesson plan.	The lessons are not well organized and need a more carefully sequenced development. The lessons do not contain all the elements of a well- constructed lesson plan, missing one of the following: a solid introduction with a motivating hook, a procedure with meaningful learning activities, a good conclusion, and/or assessment of the objectives.	The lessons contain: · Appropriately written objectives aligned to standards; · A good introduction which may include a motivating hook and/or development of background knowledge; · A good procedure including engaging activities; · A good conclusion that might include a summary and wrap-up of concepts; · An assessment of what was learned.	The lessons contain: · Clear and appropriately written objectives that are aligned to standards; · A well-constructed introduction including a motivating hook and development of background knowledge; · A solid procedure that engages the learner in meaningful and cognitively challenging activities; · A solid conclusion where learners draw conclusions from the material and the clinical intern reviews key concepts; · An assessment of what was learned including the collection of data (quiz results, a rubric score, a checklist score).	
	◯	◯	◯	◯	◯
7.4 The clinical intern's unit has lessons that build on each other to support learning of the essential strategy with clear connections to skills and learning theory.	The unit: · Is not well sequenced; · Needs more definite connection to skills and theory; · Is not developmentally appropriate for the target audience.	The unit: · Is out of balance in terms of sequence and development of content, skills, and knowledge; · Needs more definite connection to theory; · Is developmentally appropriate for the target audience.	The unit contains: · A somewhat organized and sequential development of content, skills, and knowledge to support student learning; · Connections to skills and theory; · Is developmentally appropriate for the target audience; · Addresses students' prior knowledge.	The unit: · Contains a clearly organized and sequential development of content, skills, and knowledge to support student learning; · Shows clear connections to developmental and pedagogical theory. · Has clear connections to skills; · Is developmentally appropriate for the target audience; · Builds on students' prior knowledge and prerequisite skills and knowledge;	
	◯	◯	◯	◯	◯

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
8.1 The clinical intern uses effective questions to facilitate deep understanding of content (i.e., higher order thinking).	The clinical intern does not ask enough questions throughout the lesson and the questions that are posed are simple recall questions.	The clinical intern asks questions throughout the lessons that: · Often are "yes" or "no" questions · Ask students about vocabulary words; · Do not use correct academic language for the discipline.	The clinical intern models and uses a variety of questions throughout the lessons that: · Challenge students cognitively (why, what if, and how questions); · Advance high-level thinking and discourse; · Ask students about vocabulary words; · Use appropriate academic language for the discipline.	The clinical intern models and uses a variety of questions throughout the lessons that: · Challenge students cognitively (why, what if, and how questions); · Advance high-level thinking and complex discourse; · Address how the text works (asks questions about text structure, author's purpose, writing style, theme, use of language, etc.); · Ask students about vocabulary; · Use appropriate academic language for the discipline.	
	◯	◯	◯	◯	◯
8.2 The clinical intern varies his/her role in the instructional process in relation to the content (e.g., instructor, facilitator, coach, participant).	The clinical intern engages in direct instruction only without varying his/her role during the lesson.	The clinical intern engages in only a few different teacher-student interactions, with the predominant role being direct instruction to whole group.	The clinical intern engages in a variety of instructional activities that require different teacher-student interactions, such as: · Direct instruction to full class or small group; · Facilitator and/or coach to small groups or individual students; · Participant during student presentations.	The clinical intern engages in a variety of instructional activities that require different teacher- student interactions, such as: · Direct instruction to full class or small group; · Facilitator and/or coach to small groups or individual students; · Modelling for demonstration of new skills/processes; · Being a participant during student presentations.	
	◯	◯	◯	◯	◯

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
8.3 The clinical intern models metacognitive processes to support comprehension of content (think alouds, questioning).	The clinical intern does not model any strategy or skill before having the learners apply it.	The clinical intern occasionally models a strategy or skill and does a brief think aloud.	The clinical intern uses the following metacognitive strategies to develop deeper understanding of text/content: · Models how to apply a specific strategy/skill before having students practice or apply it; · Uses Think Alouds to show his/her own thought processes when using the strategy/skill.	The clinical intern uses the following metacognitive strategies to develop deeper understanding of text/content: · Models how to apply a specific strategy/skill before having students practice or apply it; · Uses Think Alouds to show his/her own thought processes when using the strategy/skill; · Asks learners to think about and explain the strategies they are using to understand text and/or content.	
	○	○	○	○	○
8.4 The clinical intern/learners use(s) instructional time effectively to achieve learning outcomes.	TThe clinical intern does not use allotted time effectively to implement an effective lesson and assess the learning outcomes.	The clinical intern uses allotted time to: · Implement a lesson with an introduction, activities, and summary; · Assess the learning outcomes.	The clinical intern uses allotted time to: · Keep learners on-task; · Minimize time for transitions; · Engage learners in achieving learning outcomes; · Implement an effective lesson with an introduction, activities, and summary; · Assess the learning outcomes; · Monitor and adjust lesson according to formative assessment and time constraints.	The clinical intern uses allotted time to: · Keep learners on-task with cognitively challenging activities; · Minimize time for transitions; · Engage learners in achieving learning outcomes; · Implement an effective lesson with clear and measurable objectives, an introduction, challenging activities, and summary; · Assess the learning outcomes; · Monitor and adjust lesson according to formative assessment and time constraints.	
	○	○	○	○	○

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
9.1 The clinical intern provides evidence of reflection on improvement of professional practice in content area(s) and pedagogy.	The clinical intern does not provide a reflection on improvement of professional practice.	The clinical intern provides a brief reflection on: · How the lesson can be improved; · Changes to teacher practice that are superficially related to student learning needs; · A few recommendations for future growth.	The clinical intern reflects on: · How the lesson can be improved; · Recommendations for future improvement related to standards; · Changes to teacher practice that are related to student learning needs; · Examples of how she/he considered students' needs, interests, and skills.	The clinical intern reflects on: · How the lesson can be improved; · Specific recommendations for future improvement related to standards; · Changes that address students' collective learning needs related to the central focus of a unit using principles from research and/or theory. · Examples of how she/he considered students' needs, interests, and skills.	
	○	○	○	○	○
9.2 The clinical intern provides evidence of maintaining and analyzing accurate student records.	The clinical intern needs help in maintaining and analyzing accurate student records.	The clinical intern provides evidence of: · A grade book with students' grades; · Records that are somewhat organized, and current; · Examples of instruments used for assessment.	The clinical intern provides evidence of: · Records with students' assessment scores; · Analysis of data; · District policies regarding record keeping; · Records that are organized, current and accessible; · Examples of instruments used for assessment.	The clinical intern provides evidence of: · Records with students' assessment scores; · Analysis of data; · District policies regarding record keeping; · Records that are organized, current and accessible; · Examples of instruments used for assessment; · Feedback provided to students and parents regarding student growth and achievement.	
	○	○	○	○	○

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
10.1 The clinical intern provides evidence of contributing to school and/or district by voluntarily offering assistance, and participating in school district events, projects, extra-curricular activities.	The clinical intern does not provide substantial evidence of contributing to the school or district by participating in events, projects, or activities.	The clinical intern provides brief evidence of attending school meetings and participating in school events, projects, or activities.	The clinical intern provides evidence of: · Attending professional in-service training, school district meetings, conferences, and workshops; · Participating in school activities such as plays, concerts, trips, sports, and celebrations; · Attending school meetings such as PTA, faculty meetings, or conferences.	The clinical intern provides evidence of: · Actively participating in professional in-service training, school district meetings, conferences, and workshops; · Providing additional assistance to learners through tutoring before or after school; · Participating in school activities such as plays, concerts, trips, sports, and celebrations; · Attending school meetings such as PTA, faculty meetings, and/or parent-teacher conferences.	
	◯	◯	◯	◯	◯

Standard 11: Professional Responsibility

Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
11.1 Fosters and maintains a classroom environment which protects students from sexually, physically, verbally, or emotionally harassing behavior by acting in a sound and professionally responsible manner	The clinical intern did not foster and maintain a classroom environment by acting in a professionally responsible manner.	The clinical intern needs to improve in one of the following: · Following the school's professional code of conduct; · Consistently adhering to school and district policies; · Maintaining professional relationships with students and colleagues; · Acting in compliance with school board policies for students and teachers · Always acting in a sound and professionally responsible manner.	The clinical intern acts in a professionally responsible manner by: · Following the school's professional code of conduct; · Consistently adhering to school and district policies; · Maintaining professional relationships with students and colleagues; · Acting in compliance with school board policies for students and teachers.	The clinical intern acts in a professionally responsible manner by: · Following the school's professional code of conduct; · Consistently adhering to school and district policies; · Maintaining professional relationships with students and colleagues; · Acting in compliance with school board policies for students and teachers; · Always acting in a sound and professionally responsible manner.	
	○	○	○	○	○
11.2 The clinical intern exhibits appropriate personal and professional behaviors (e.g., appropriate dress, language and interaction with school personnel, peers, and learners).	The clinical intern needs improvement in one or more of the following: · Adheres to school professional code of conduct; · Maintains a calm demeanor even when under stress; · Dresses professionally; · Is reliable, punctual, and meets deadlines; · Communicates with colleagues in a professional manner; · Implements feedback and suggestions to improve practice.	The clinical intern usually: Adheres to school professional code of conduct; · Maintains a calm demeanor most of the times; · Dresses professionally; · Is reliable, punctual, and meets most deadlines; · Implements some of the feedback and suggestions to improve practice.	The clinical intern: · Adheres to school professional code of conduct; · Dresses professionally; · Is reliable, punctual, and meets deadlines; · Communicates with colleagues and supervisor in a professional manner; · Implements most suggestions to improve practice.	The clinical intern: · Adheres to school professional code of conduct; · Maintains a calm and collected demeanor even when under stress; · Dresses professionally; · Is reliable, punctual, and meets deadlines; · Communicates with colleagues and supervisor in a professional manner; · Poses and listens to constructive suggestions to enhance the teaching and learning process; · Implements feedback and suggestions to improve practice.	
	○	○	○	○	○

The teaching candidate:	Emergent 1 point	Novice 2 points	Proficient 3 points	Advanced Proficient 4 points	Not Observed N/A
11.3 The clinical intern demonstrates effective reading, writing, speaking, mathematics, and technology skills required of a professional.	The clinical intern needs to improve in one or more of the following: reading, writing, speaking mathematics, or technology skills.	The clinical intern: · Writes in communication that usually has some spelling and grammatical errors; · Speaks using standard English, but may have some language problems; · Needs to use mathematics to analyze student achievement; · Needs to make more effective use of technology.	The clinical intern: · Writes in well-constructed communication that is mostly free of spelling and grammatical errors; · Speaks clearly, using standard English; · Uses mathematics to analyze student achievement and for other tasks; · Makes use of technology when available, in planning and implementing lessons.	The clinical intern: · Writes in clear, well- constructed communication that is free of spelling and grammatical errors; · Writes in an effective manner that is a model of professionalism; · Speaks clearly and articulately in a manner that is professional and intelligent; · Uses mathematics effectively to analyze student achievement and for other tasks; · Makes effective use of technology in planning when appropriate and available, which may include many different applications including smart boards, computer, internet, digital camera, digital video, tablets.	
	◯	◯	◯	◯	◯

Add up all the scores of all competencies you rated; there are a total of 34 competencies. Total score on all indicators you rated on the CCI:_____

Overall teaching candidate score: total score of all indicators divided by (÷) # of indicators you rated = _____

OVERALL EVALUTION ASSESSMENT: ◯ Emergent ◯ Novice ◯ Proficient ◯ Advanced ◯ Proficient

Comments:

**Southern
New Hampshire
University**

Teacher Candidate Concern Referral Form

Date submitted:

Name of Teacher Candidate:

Course candidate is enrolled in:

Submitted by (Name):

Role:

Description of concern:

What has already been done to address the concerns?

Have you met with the student to discuss the concerns?

Please attach any documentation that would provide additional information to this referral.
Please email this referral, along with any additional documentation, to:

Racheal Glazier, Asst. Director of Certification and Licensure

r.glazier@snhu.edu

Appendix E: Formative Progress Check
Formative Progress Check

	1.0 Area of Concern (AC)	2.0 Developing (DE)	3.0 Approaching Expectations (AE)	4.0 Meets Expectations (ME)
1. Interacts positively with students				
2. Utilizes positive and effective classroom management strategies				
3. Uses positive discipline strategies to establish and reinforce individual behavioral standards				
4. Maintains a positive and respectful class-room environment				
5. Knows and implements classroom and school rules, routines, and disciplinary procedures				
6. Plans effectively for instruction				
7. Provides student feedback in a timely manner				
8. Uses learner differences as an asset in designing, adapting and delivering instruction for all learners				
9. Understands the central concepts, tools of inquiry, and structures of the discipline				
10. Is effective in teaching relevant content				

	1.0 Area of Concern (AC)	2.0 Developing (DE)	3.0 Approaching Expectations (AE)	4.0 Meets Expectations (ME)
11. Evaluates student progress regularly and effectively				
12.Uses a wide range of instructional resources				
13. Motivates students to learn				
14. Incorporates technology to extend learner content knowledge and skill development				
15. Monitors and adjusts instruction in response to developmental, cultural, and linguistic needs of individuals and groups of learners				
16. Plans instruction to meet the needs of all learners				
17. Appropriately handles the stress of teaching				
18. Demonstrates high professional and ethical standards				
19. Shows enthusiasm for teaching				
20. Interacts/Communicates positively with supervisors				
	1.0 Area of Concern (AC)	2.0 Developing (DE)	3.0 Approaching Expectations (AE)	4.0 Meets Expectations (ME)

	1.0 Area of Concern (AC)	2.0 Developing (DE)	3.0 Approaching Expectations (AE)	4.0 Meets Expectations (ME)
21. Interacts/Communicates positively with peers				
22. Interacts/Communicates positively with other school personnel				
23. Interacts positively with parents				
24. Improves practice based on reflection and feedback				
25. Demonstrates professional written communication skills				
26. Demonstrates professional verbal communication skills				
27. Maintains a professional appearance				
28. Demonstrates a positive attitude toward the teaching profession				
29. Seeks continued professional growth through professional readings, attendance at meetings, and/or other professional development opportunities				
30. Handles non-instructional activities willingly and effectively				

	1.0 Area of Concern (AC)	2.0 Developing (DE)	3.0 Approaching Expectations (AE)	4.0 Meets Expectations (ME)
31. Is punctual in arriving at school and for each class/duty				
32. Arrives at school fully prepared for the day				
33. Discusses plans/lessons with mentor teacher(s) in advance, allowing enough time for thoughtful revision based on feedback				
34. Has a minimum of three days of lesson plans prepared and available				
35. Demonstrates readiness and takes initiative				
36. Asks questions designed to prepare him or her for teaching				
37. Is planning for future participation in the profession				
38. Integrating technology to support student learning				
39. Models NH Professional Codes: Conduct and Ethics				
40. Attendance	*Candidate has 3 or more absences*	*Candidate has 2 absences*	*Candidate has 1 absence*	*Candidate has 0 absences*

Formative Progress Check Special Education (NH 612.07)

	1.0 Area of Concern (AC)	2.0 Developing (DE)	3.0 Approaching Expectations (AE)	4.0 Meets Expectations (ME)
1. Participates in developing an IEP				
2. Observes students in a variety of situations				
3. Assists in consultative functions with other professionals and/or outside agencies				
4. Works with a variety of students with physical, emotional, and intellectual challenges				
5. Administers formal and informal assessments				
6. Utilizes assessment data to inform IEP processes				
7. Recognizes indicators of academic, cognitive, social and behavioral problems				
8. Adapts curriculum materials to meet the needs of the learner				
9. Follows federal, state and local laws and polices such as identification, referrals, evaluations, determinations, developments, implementations				

Professional Disposition Survey

CRITERIA	1.0 Limited/Baseline	2.0 Developing	3.0 Competent	4.0 Accomplished/Capstone
The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.				
The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.				
The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.				
The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.				
The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.				
The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.				
The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.				
The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.				
The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.				
The teacher embraces the challenge of continuous improvement and change.				